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ABSTRACT

An eight-chapter manual describes how to involve school faculty in the development of effective middle schools. The author identifies the components of effective middle school programs and suggests processes for implementing the programs using group and staff development techniques. Chapter 1 discusses staff development programs to train teachers for middle school teaching. Chapter 2 lists the physical, social, intellectual, and emotional characteristics of early adolescent learners and notes the implications for middle school programs. In chapter 3 the author covers the documents a middle school program will need, including a definition of middle schools, a needs assessment report, school philosophy and goals, and a rationale for the program. Dr. William Alexander's model curriculum for middle schools is described in chapter 4. Chapters 5 and 6 suggest ways to involve the faculty in devising a school organizational plan and a flexible master schedule. The skills teachers need to work in middle school teaching teams are covered in chapter 7, while chapter 8 discusses the evaluation of middle school programs. Charts presenting Dr. Alexander's curriculum and sample school schedules are included in the text. (Author/RW)

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DEVELOPING EFFECTIVE MIDDLE SCHOOLS

THROUGH FACULTY PARTICIPATION

ELLIOT Y. MERENBLOOM

EA 014 524

NATIONAL
middle
school
ASSOCIATION

To create the middle schools we seek in each of our individual districts, teachers and administrators must establish a process for developing programs that permit and encourage total faculty participation. When the staff development process is comprehensively designed and clearly articulated, only commitment and enthusiasm are needed by the faculty to realize success in developing effective middle schools. The NMSA Publications Committee is confident that this publication offers teachers and administrators sound procedures, plans, and practical ideas for implementing effective middle school programs through faculty participation. The Committee recommends it to those interested and involved in providing successful programs for middle level students.

Great appreciation is extended to Elliot Y. Merenbloom for making this manuscript available to the Association, along with compliments for the outstanding work he and the faculties have done at Woodlawn and Pikesville Middle Schools in Baltimore County, Maryland. Special thanks also goes to Myrle Hemenway who served as the Publication Committee's liaison person and editor and to John H. Lounsbury for managing the production of this pamphlet.

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Foreword

Leaders in group development agree that decisions produced by the group to be involved in implementing those decisions are almost always superior to decisions produced by even the most capable individual. Research carried out in industry, voluntary organizations, and schools has demonstrated that the satisfaction of subordinates increases when they believe they can influence particular aspects of the organization. People can be expected to make commitments to courses of action they helped to develop.

Soon after the inception of the junior high school in the early 1900's, leaders pointed out that one of the most difficult problems connected with the establishment of such schools was that of securing properly trained teachers. From 1910 to 1960 numerous writers deplored the lack of personnel with specialized preparation. Since the formation of middle schools beginning in the 1960's, a limited number of preparation programs which contain the essential elements for effective teaching at the middle level have been established. Yet the basic problem of inadequate teacher preparation continues to handicap the middle school as it did the junior high school before it.

With over 5,000 middle schools in existence, and more under way as some larger cities in the country move to reorganize, it is clear that middle schools are "here to stay." To make them fully effective, then, meaningful staff development programs are needed. Such programs cannot be packaged and

presented; they must have continuity and consistency for staff growth and change. Staff growth and change are parts of a process, not activities. Central to this process is the enabling role through which staff members serve one another as they work together on common goals.

In this pamphlet Elliot Merenbloom, Principal of Pikesville Middle School and former Principal of Woodlawn Middle School, both in Baltimore County, Maryland, has produced a "how to" manual which is based on the best knowledge available about middle school education and transescent youth. He has identified components of an effective middle school education program in which students are central. He has combined these information components with program implementation processes which utilize group development and staff development techniques. Teachers not specially prepared for the middle school can acquire through the Merenbloom Model knowledge about middle school education and skills in the implementation of good middle school practices. Participation in developing effective middle schools through faculty participation as outlined here will help to develop committed staff members, persons ready and able to launch appropriate actions that will improve the education of transescents.

Myrle E. Hemenway
Publications Committee
National Middle School Association

Preface

This pamphlet is dedicated to the teachers of Woodlawn and Pikesville Middle Schools in Baltimore County, Maryland, who have made the ideas presented in this publication a reality. These teachers are designing and implementing effective middle school programs that truly meet the learning needs of the students. This is, perhaps, the challenge that faces each middle school faculty. The involvement of teachers in a definite staff development program has been the key to the successful implementation of the middle school concept.

"Developing Effective Middle Schools Through Faculty Participation" represents an effort by the author to design a means of converting a junior high to the middle school plan and to further improve the program of an already existing middle school through faculty involvement. This faculty involvement can formally be called staff development or, more simply, providing those staff members who have the day to day responsibility of teaching pupils and making the middle school an effective one, the opportunity to shape the program. If teachers have input in developing a program, they should assume more responsibility for the success of that program. Teachers feel an ownership of the program when their input is received and appreciated.

I would like to thank Judith Scheper, Baltimore County Public Schools, and Dr. Myrle Hemenway, University of Colorado, for their invaluable assistance in editing this pamphlet. I am especially appreciative of the work of Norma Bosse for typing the manuscript of this pamphlet.

E.Y.M.

CHAPTER 1:

Implementing a Staff Development Program Involving the Faculty

Successful middle school programs have been developed using a variety of staff development strategies. A key to program development is faculty involvement. As faculty and staff are actively involved, successful implementation follows:

Rationale

Across the nation, junior high schools are converting to middle schools in increasing numbers. Although many schools are known as middle schools, many of these institutions have simply changed the grade structure along with dropping the words *junior high* and adding *middle* to the given name of the school. More is involved in transforming a junior high to a middle school.

Recent surveys have attempted to differentiate between nominal middle schools and real or functional middle schools. Brooks (1978) concluded that the middle school was not easily distinguished from the junior high school. He felt that a middle school identity or distinctiveness was not present.

Dr. William Alexander (1978), in response to the study by Dr. Kenneth Brooks, pointed out that:

1. Fifteen years is a short time in the history of an institution.
2. Most middle schools are made-over junior high schools.
3. There is a lack of agreement on the goals of the middle school.
4. Teachers are not trained as middle school teachers.
5. There are problems of leadership within the movement.

There is obviously a need for direction and leadership in developing effective middle schools. This leadership can come from the building principal, a regional superintendent, the state department of education, university professors, or national organizations. In this model, the leadership plan suggested is by the building principal.

The format of the faculty involvement suggested in this booklet is based upon a careful study of the literature. Across the country, educators have developed many excellent programs based upon the needs of the early adolescent learner. These programs need to be studied in detail. As an outcome, the faculty should be able to identify options to be considered and then be involved in decision making. As a result, a faculty group would then be prepared for the most important stage - program implementation.

The real question is how to involve the faculty in these important processes. What are the ways? How is motivation provided and sustained? What is the role of the principal and/or the central office? These types of questions will be answered in the various chapters.

Throughout the process of developing the middle school program, the principal or project coordinator must have the continuing support of the faculty. In certain situations, the responsibilites for leadership must be shared with the faculty. The ultimate goal is faculty support based on intrinsic motivation. Effective planning by the principal or project coordinator is also critical. The master plan must include a basic design and provision for faculty involvement via study, discussion, and decision making.

Not every middle school can be developed with teachers trained at the undergraduate level in middle school theory and practice. In fact, many successful middle school teachers are former elementary and high school teachers as well as former junior high teachers. Faculty participation in staff development activities is the key to the re-training process.

Characteristics of a Succcessful Program

A successful staff development program at the middle school level should have the following ingredients:

- **definite goals, objectives, and an organizational plan**
  Prior to the beginning of the project, definite goals and objectives should be developed. These can be re-evaluated on a regular basis. An organizational plan should be developed inductively or be presented by the project coordinator.

- **a sustained, sequential, continuous effort**
  Staff development cannot be a one-shot program. There should be a variety of activities on a continuous basis. Certain aspects of the program will be developed sequentially while other features can be expanded as time permits.

- **sufficient time both during the school day and after school**
  Activities should involve the total faculty in certain after school meetings

or ongoing programs. There also should be activities involving small groups of teachers who could meet during the regular school day.

- **sufficient lead time prior to the implementation of the project**
  Ideally, a staff development program should begin one year before conversion to middle school to allow sufficient time for program development as well as orientation activities.
- **a reasonable timetable for the implementation of the program**
  There should be sufficient time for the various steps. Orientation of parents, students and faculty must be considered.
- **the provision to train new teachers assigned to the school**
  As new teachers are assigned to the school, there must be provision to absorb them into the program, to train them, and to enable them to become contributing members of the faculty.
- **the opportunity to add new dimensions to the program**
  Once the basic program is developed, there needs to be a diagnostic assessment of the needs of the faculty. Certain areas should be identified for further refinement or expansion.
- **strong leadership of the principal or project coordinator as well as leadership emerging from the faculty**
  Leadership is a shared responsibility between the principal and those participating in the staff development program. Strengths of various participants should be identified and utilized.
- **the realization of the importance of participants' involvement**
  People are always willing to work harder when they know that their efforts will be utilized and appreciated. This is especially the case in middle school program development.
- **active involvement of the faculty**
  Faculty members should not simply view films or listen to lectures. They should be involved in activities and contribute directly to the development of the program.
- **an open, honest assessment of the various activities as well as the middle school program being developed**
  Honest assessment is vital to the success of the project. Various aspects of the program as well as the total project need an honest appraisal.

Establishing Priorities and a Timetable

A time line should be developed for the process of implementing the middle school program and identifying persons responsible for specific aspects of the implementation. Priorities are needed; those involved should begin work immediately on those items essential at the outset of the conversion process. The timetable then becomes a basis of evaluating the extent to

which the program is being implemented in relationship to the schedule developed.

The faculty, the community, and central office personnel should have input in establishing priorities and determining the timetable. In this way, all participate in programming the conversion and can work cooperatively toward the goals mutually established.

Priorities and a timetable are needed not only in an initial conversion to a middle school but also in the expansion of a program or the orientation of new members to the staff. Staff members should discuss questions as:

1. What are our immediate needs?
2. What are our primary and secondary goals?
3. How can we adjust our list of priorities?

Dialogue and reflection on goals are needed in establishing priorities for the development of a timetable.

Once developed, the timetable should be publicized to the community, taxpayers, parents, central office personnel, board of education members, faculty, and students. The timetable must be viewed, however, as subject to modification.

Role of the Principal

The principal or project coordinator plays a major role in implementing a staff development program for the faculty. If the principal is truly the instructional leader of the school, the principal should be a key person in the areas of program implementation and staff development. The real challenge is to create a staff development program that actively involves the total faculty.

Staff development occurs via a number of interrelated types of programs - inservice courses, classroom observations, meetings of departments, team meetings, faculty meetings, meetings with team leaders and department heads, and conferences with the assistant principals. The principal is responsible for scheduling these activities.

The principal has two major functions in staff development at the middle school level. First, the principal must be the overall leader of the implementation process. This means having a general plan of direction, working with the faculty to review goals, and monitoring the implementation process.

Additionally, the principal must be available to meet with individuals or small groups of teachers, parents, central office personel, or board of education members who need to speak to the principal to ventilate their concerns or receive support or direction. The principal must become the counselor for those involved in making a change. Somehow, the principal needs to balance the schedule, to be the leader of the conversion, and to be the counselor for those who have difficulty with the change.

In many cases, the success or the failure of the conversion or staff development program rests with the principal or project coordinator. The

principal who can provide leadership, motivate staff members to actively contribute to the successful implementation of a middle school program, and handle the normal questions or concerns that are raised is well on the road to developing an effective middle school program.

Faculty Responsibilities

The task of successfully implementing a middle school program is a shared responsibility between the principal and the faculty. It would be unfair to make the principal fully responsible; teachers have an equal stake in the outcome of the program.

Some of the specific responsibilities of the faculty are:

- **recognize the real potential of the middle school program**
  Teachers should be able to make a contribution to the program by looking at the real potential of the middle school movement through the eyes of the classroom teacher. Their perceptions may differ from those of the principal or board of education. Many excellent suggestions can emanate from the classroom teacher.
- **work within the framework of the teaching contract to meet the needs of pupils**
  It is conceivable that some changes in the teaching contract for secondary teachers may result from the implementation of the middle school concept. As teachers strive to meet the needs of middle school pupils, certain details of the contract may change. These changes should be approached with an open mind.
- **offer constructive suggestions through appropriate channels to make the program a success**
  Teachers are encouraged to make constructive suggestions. These can be offered directly to the principal or via the staff development activities. The successful staff development program will motivate teachers to be creative and want to share their ideas.
- **consider the needs of pupils in determining the priorities of the program**
  Teachers should not lose sight of the fact that schools are for pupils. In designing effective middle school, teachers should study the needs of pupils and design programs that best meet the needs of students.
- **take advantage of opportunities for active involvement in the development of the middle school program**
  Teachers should demonstrate their appreciation for active involvement by sincere participation in these staff development activities. The other alternative is an edict to be implemented without teacher input.

Summary

Those charged with the responsibility to convert a junior high school to a middle school or to expand the program of an already existing middle school must recognize the importance of staff development activities and

the involvement of teachers in those activities. There are many ways to involve the faculty in the successful implementation of a middle school program. These techniques will be discussed in detail in the remaining chapters of this pamphlet.

Each chapter will contain key questions to guide the faculty participation in staff development activities. At the end of chapter one, a faculty group may wish to explore these questions:

1. Why are we implementing or expanding our middle school program? What are our underlying motives?
2. What are the characteristics of a successful staff development program that are the most meaningful for our faculty or school district?
3. What is our tentative timetable?
4. What is our expectation of the principal or project coordinator on this project?
5. What are the responsibilities of the faculty on this project?

CHAPTER 2:

MEETING THE NEEDS OF THE EARLY ADOLESCENT LEARNER

Within the past twenty to thirty years, a considerable amount of new information about the early adolescent learner has emerged. Middle school educators should study this literature and, more importantly, be able to use the data to develop programs that will respond to the needs of the early adolescent learner. The total philosophy and rationale of the middle school should reflect these needs. The program must respond to the gross transition of all pupils and yet recognize that youngsters are going through this process at different rates.

Middle school programs must be based upon the learning and developmental needs of the early adolescent learner. To develop the programs, educators charged with responsibilities for school organization and/or curriculum development at this level must study the physical, intellectual, and social-emotional needs of students. This chapter will not attempt to summarize all of the literature in each of these categories. Rather, the format will be a model for a school system or faculty group to use in studying the literature, identifying the implications of the literature, deciding what programs are needed by pupils in a school or system, and moving toward the implementation of ideas. There will be a brief summary of each area; a bibliography of materials is available in the appendix.

Physical Development

One of the major themes in the literature about the early adolescent is that puberty is achieved earlier by today's youth than by youth in past generations. Also, there is additional knowledge about the physical development patterns of the early adolescent. For example:

(1)There appears to be a timetable for growth for both boys and girls. These timetables are not the same.
(2)Marked changes occur at the onset of puberty. For girls, this occurs between the ages of 12 and 12½; for boys, 14 - 14½.
(3)Growth is uneven.
(4)Physical development is the basis for the other phases of development during early adolescence.
(5)Individual differences are great among students in a middle school classroom.

Intellectual Development

One of the most exciting aspects of the entire middle school movement is the recent set of discoveries in the area of intellectual development and brain growth periodization. There is a wide range of mental growth between the ages of 10-14 because of the differences in physical, social, and physchological growth.

In the early 1960's, the work of Jean Piaget presented excellent opportunities for educators to have a better understanding of how children grow in the area of cognitive development. Piaget described cognitive development as a progression of movement through certain definite stages. These periods are sequential and do not vary in sequence.

The recent set of discoveries of Professors Epstein and Toepfer in the area of brain growth periodization not only have substantiated Piaget's thinking from a biological point-of-view, but also have provided even further insight into the early adolescent's intellectual processes. Dr. Epstein discovered that the human brain experienced great growth spurts at certain times and virtually no growth at other times.

Social-Emotional Development

Middle school educators must recognize the emotional development problems of the early adolescent. Often these occur as the body changes and the youngster becomes very sensitive about changes that have or have not taken place. Major topics in this area of adolescent growth and development are: self-concept, sex role identification, peer group influence, and other turbulences that are a part of this transitional period.

Using the Data

Gathering information about physical, intellectual, and social-emotional development is just the first step in the process. The facts must be reviewed to find implications for school organization and/or curriculum development. Teachers should be actively involved in this discovery process. A sample for the data gathering process is included. This summary was prepared by the Middle School Directions Committee in Baltimore County, Maryland.

By their very nature, schools accept the responsiblity to provide an organization in which students may develop cognitive abilities, achieve mastery of basic language and computational skills, and acquire knowledge necessary to develop a positive self-image as well as to foster academic, social, and personal growth. Thus, it would appear that patterns of organization should be designed for students making the transition from childhood to early adolescence, generally children of ages 10-14 or grades six through eight.

Developmental Characteristics of Pre and Early Adolescents

The characteristics of youth in the middle years and the developmental tasks that are representative of these children are of primary concern for the school staff. A school for the middle years seeks to establish and implement a program that will be challenging intellectually yet will meet the student's physical, emotional, and social needs.

To create the kind of atmosphere and opportunities that will contribute to a successful experience for students, educators need to consider the following general characteristics which are likely to be exhibited by youth in the middle years.

Youth at ages 10 - 11

Physically, the 10 and 11-year-old youth tends to -

- Show rapid increase in weight (girls).
- Be willing to work hard at acquiring physical skills.
- Show beginning signs of secondary sex characteristics.
- Display awkwardness, restlessness, and laziness as a result of uneven growth.
- Have an enormous appetite.
- Be involved in a period of brain growth.

Socially, the 10 and 11-year-old youth tends to -

- Be concerned with privacy in the home.
- Be able to display teamwork in competitive games.
- Begin to break away from parental control.
- Be concerned with standards set by peer group.
- Show interest in opposite sex by teasing.

Emotionally, the 10 and 11 year-old youth tends to -

- Have difficulty controlling emotions; may display highly variable temperament.
- Be emotional about body changes.
- Have outbursts such as crying, fighting, and swearing.

Intellectually, the 10 and 11-year-old youth tends to -

- Function at literal thinking levels.
- Handle formal operations and abstract thinking on a limited basis.
- Need reinforcement of basic skills.
- Need to be encouraged to work to the maximum of his/her intellectual ability.
- Be oriented to the present.
- Organize objects and events to a greater extent.
- Begin to develop reasoning skills.
- Make simple generalizations.
- Be oriented to viewing ideas and facts in isolation.

Youth at age 12

Physically, the 12-year-old youth tends to -

- Experience rapid growth.
- Be self-conscious about trying to learn new physical feats.
- Be self-conscious about sexual development.
- Be capable of initiating good personal hygiene habits.
- Experience periods of extreme fatigue.
- Be at a plateau in brain growth development.

Socially, the 12-year-old youth tends to -

- Show independence in choice of friends.
- Crave periods of being alone.
- Have critical attitudes toward home, parents, and society.
- Be concerned with group loyalty.

Emotionally, the 12-year-old youth tends to -

- Worry over school work, exams, and report cards.
- Rebel at the idea of having a baby sitter.
- Have ambivalent attitudes - wants to be independent and yet holds to delights of childhood.
- Have sensitive feelings.

Intellectually, the 12-year-old youth tends to -

- Be able to refine those current reasoning skills which have been obtained.
- Begin to understand abstract ideas like "justice," "honesty."
- Have difficulty acquiring new conceptual skills.

Demand privileges but avoid responsibility.
Develop "hero" type worship - often a sports figure.
Begin to think for himself/herself.

Youth at ages 13 and 14

Physically, the 13 and 14-year-old youth tends to -
Be extremely restless and to need a daily release of energy.
Tire easily and be reluctant to admit it.
Experience uneven bone-muscle growth and as a result exhibit a lack of coordination.
Have difficulty accepting the changes of the body.
Be concerned about the rate of development.
Experience a variety of growth patterns.
Be easily upset if he/she is not physically coordinated and physically attractive according to existing cultural standards.

Socially, the 13 and 14-year-old youth tends to -
Be concerned about presenting a positive image for the peer group.
Strive to conform in order to achieve peer acceptance.
Exhibit an indifference to adults, especially teachers and parents.
Be continuously changing friends depending on peer pressures and changing interests, needs, and wishes.
Begin to explore certain aspects of his/her sexuality.

Emotionally, the 13 and 14-year-old youth tends to -
Exhibit erratic behavior.
Be easily angered, and the recovery takes longer than when he/she was a younger child.
Vacillate among interests.
Possess a desire for approval.
Learn to think, feel, and act in a role congruent with his/her sex.
Identify and relate to the behaviors inherent in sex roles.
Realize his/her independence within the family structure is deepening.
Be anxious about the normality of development

Intellectually, the 13 and 14-year-old youth tends to -
Display varying levels of skills, interests, and abilities which are unique to the developmental pattern.
Have interests which may fluctuate frequently.
Like to discuss his/her experiences with adults.
Have a varying range of creative expression.

Be capable of appreciating the arts and humanities.
Be capable of evaluating critically.
Be easily discouraged if he/she does not achieve.
See relationships among similar concepts, ideas, and experiences and make inferences.
Understand the elements of his/her environment and can be helped to see their interrelationships.
Be capable of exploring and selecting learning materials and experiences on his/her own.
Be trusted to assume personal responsibility for his/her own learning.

The following chart is suggested as a format to be used by the faculty as they read, listen to a series of lectures, or view films or filmstrips about the physical, intellectual, and emotional growth of the early adolescent learner.

RESPONDING TO THE NEEDS OF THE EARLY ADOLESCENT

Characteristics	Implications for Middle School Curriculum	Implications for School Organization
A. Physical		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
B. Intellectual		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
C. Emotional		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

After the initial chart is developed, it should be duplicated. A number of additional questions should be answered after the chart is finalized. Some of the questions are:

1. Which department or grouping of teachers is best able to implement the various suggestions?
2. Which factors suggest that the teachers function as an interdisciplinary team?
3. What might be some of the responsibilities of an interdisciplinary team of teachers?
4. What are some responsibilities for the specific departments of instruction within the school?
5. How can the total effort suggested be coordinated?

Summary

The process described in this chapter suggests that a middle school program should be developed in ways that are truly responsive to the needs of the early adolescent. Teachers and staff members need to be involved in a process to identify those needs and then use their creativity in developing a program that will truly respond to those needs. The entire faculty should be involved in this process.

CHAPTER 3:

DRAFTING KEY DOCUMENTS

A number of key documents are needed early in the process of developing a middle school. First, there should be a clear definition of what a middle school is. This definition should be developed by the faculty and shared with the community. Secondly, a needs assessment should be conducted as the basis for identifying the physical, intellectual, and learning needs of the students assigned to the school. The middle school program should be based upon this needs assessment. Thirdly, a phyilosophy and a set of goals should be developed to reflect the overall direction of the school's program. Via a broad statement of philosophy and a rather specific set of goals or objectives, the faculty and community can agree on their expectations of the program. Finally, a rationale should be developed to give the underlying reasons for the specific major facets of the program.

The importance of drafting these key documents cannot be overemphasized. It behooves a local school or school system to be rather precise in defining the parameters of the middle school experience it wishes to provide for the students. More specifically, these documents are needed for the following reasons:

1. The local educational agency or each individual faculty should provide an exact definition of the term middle school.
2. All who work with a specific middle school should agree on the definition, philosophy, goals, and rationale for that school.

3. The curriculum must be geared to the assessed needs of the pupils.
4. A rationale for many major decisions in the organization and/or philosophy of the school should be known to all.
5. The evaluation of the school should be based on the four documents described so the evaluation can measure the extent to which the school's objectives are being fulfilled.
6. Parents and community leaders should know the content of these major documents.

Defining a Middle School

Each faculty or local educational agency needs to develop a definition of the term middle school. Rather than accept an already developed definition, the teachers and staff should define the specifics of their perception of the middle school experience to be provided for their students.

At first, teachers should attempt to analyze and react to some definitions in the literature. Three samples are offered:

1. A middle school is an educational institution established to serve young people who are in the transition period between childhood and adolescence, most commonly composed of grades 6-8.

   Dr. John Lounsbury,
   Georgia College

2. The emergent middle school is a school providing a program planned for a range of older children, pre-adolescents, and early adolescents that builds upon the elementary school program for earlier childhood and in turn is built upon by the high school's program for adolescence. It is a phase and program of schooling, bridging but differing from the childhood and adolescent phases and programs.

   Dr. William Alexander,
   University of Florida

3. The middle school is that educational institution encompassing children ordinarily included in grades 6, 7, and 8 that is specifically designed in its operations to meet the needs of early adolescents.

   Dr. Robert McCarthy

Eventually, the faculty should develop a definition that might include the answers to questions such as:

1. What grades should be included?
2. What does the faculty want to accomplish as a middle school that they didn't as a junior high school?
3. What is to be unique about this school?
4. How might the following items or factors be reflected in the middle school program?
   a. continuous progress
   b. flexible schedules
   c. social experiences
   d. team teaching
   e. exploratory experiences
   f. teaching basic skills
   g. adolescent growth and development

Each local educational agency or school should develop its own definition early in the process of converting to the middle school plan, but this definition can be revised or altered as the program becomes more complex. Those composing the definition should keep in mind the major purposes of the middle school as well as the uniqueness of the learning experience.

Conducting a Needs Assessment

A needs assessment is defined as acquiring a picture of the middle school students enrolled in a particular middle school. The kinds of data to be included in a needs assessment are standardized test scores, achievement records, family history, interests of students, goals of students, the learning styles of the students, and sociological data. Needs assessment data should be evaluated and synthesized to guide the direction of the instructional program so that the needs of the pupils are met.

Those charged with conducting the needs assessment should look at the parameters of the total group and then examine the individual differences existing within the group. Consistent with the concepts of transition and difference, those gathering data must be able to make the kinds of decisions reflecting the sum total of the data as well as the important factors needed for grouping students within the overall group. This information can be gathered by a review of student records, talking with teachers at the feeder elementary schools, surveys, questionnaires, and direct interviewing of a sampling of students and their parents.

A cycle is suggested in developing needs assessment. The first phase of the cycle is a gathering of the data; this is followed by a careful analysis of the needs evident from review of the data. Those responsible for program development must then plan a middle school curriculum that responds to pupils' needs. The final stage is planning an evaluation of the success of the plan and/or the periodic up-dating of the assessment data.

Faculty groups can determine the kinds of data to be gathered as well as possible uses. Some samples of the kinds of charts or graphs to be developed are:

1. An analysis of reading scores. There must be a careful analysis of the results of standardized test data, results of informal reading inventories, and an analysis of teacher assessment of reading progress. These data can be analyzed in terms of non-verbal IQ scores.
2. An analysis of mathematics scores. There must be a careful analysis of standardized test data as well as an analysis of teacher assessment of mathematics progress. These data can also be analyzed in terms of non-verbal IQ scores.
3. An analysis of non-verbal intelligence test scores in isolation.
4. An analysis of the results of standardized language arts tests.
5. An analysis of enrollment patterns within the school or the school system.

Philosophy and Goals

Philosophy is generally defined as a science which investigates or delineates the facts and principles of a particular situation or environment. Goals, on the other hand, are the marks to be set or the end which a design tries to approach. The terms objectives and aims are synonymous. *Middle School/Junior High School Evaluative Criteria,* developed by the National Study of School Evaluation, suggests that a school program should be developed in terms of what it is striving to develop - its philosophy and goals.

A middle school philosophy should be based on a needs assessment coupled with an understanding of the potential of the middle school program. The goals that are established must be consistent with the philosophy and goals statement.

A number of suggestions are offered to a faculty group in developing a philosophy and set of goals:

1. List the important factors to be included in the philosophy and listing of goals.
2. Identify how the philosophy will reflect both the nature of the school system and the individuality of the local school.
3. Determine how this statement should guide the instructional process.
4. Give examples of how the roles of the professional staff shall be determined by the philosophy.
5. State how the child in this environment will learn and be evaluated.
6. Separate the major from the lesser goals.
7. Plan an orientation for the community so they may initially provide input and eventually be familiar with the documents produced.

The following philosophy and goals statement appears as an example. Those involved in writing a similar document might benefit from examination of this example but should by no means feel compelled to reproduce it for another school situation.

We, the faculty, commit ourselves to the middle school as an institution in which students may achieve mastery of basic skills and acquire basic knowledge necessary to develop a positive self-image and to foster academic, social, and personal growth. We obligate ourselves to identify and meet the diverse needs of all the students so that they may understand and help shape their present and future lives. In so doing, we dedicate ourselves to the development of learning programs which provide for child-centered instruction relevant to the needs of middle school age students.

The students in our school are involved in a transition from childhood to adolescence. We shall endeavor to help students to better understand and adapt to their ever changing physical needs and to better understand themselves and others regardless of racial, ethnic, and socio-economic differences.

Our students reside in neighborhoods which are undergoing a period of transition and mobility. It is, therefore, our belief that community involvement is necessary to help us create the kind of atmosphere and experience that will contribute to a successful program.

GOALS:

1. To provide the opportunity for students to develop and master those skills basic to full participation in society.
2. To provide the opportunity for students to acquire the basic knowledge necessary to understand their present environment and to prepare themselves for life in future environments.
3. To provide the opportunity for students to learn, to develop, and to practice those inter-personal skills needed to understand and accept ethnic, racial, and socio-economics groups other than their own.
4. To provide the opportunity for students to learn and utilize independent study skills.
5. To provide an atmosphere conducive to the educational development of the students regardless of racial, ethnic, or socio-economic differences or modes of learning.
6. To recognize that reading, writing, and computing are skills basic to success in our society and that the teaching of them is not restricted to any one academic discipline but is rather a shared responsibility.

7. To provide students with remedial help as needed.
8. To develop a wide range of exploratory activities for socializing, interest developing, and leisure-enriching experiences to use throughout life.
9. To diagnose and evaluate the progress of all students in the area of organized knowledge, basic skills, personal development, and social interaction.
10. To provide a home base and a teacher-advisor to aid students in decision making.
11. To create a learning setting relatively free from the pressures of sophisticated and highly organized social events.
12. To provide an opportunity for individual creativity.
13. To provide an adequate and secure transition between elementary school and senior high school.
14. To stimulate a career awareness in individual students.
15. To create a flexible organizational program to allow for:
    a. individualized learning
    b. interdisciplinary teams
    c. team teaching
    d. rearrangement of time, space, material, and people.
16. To involve the community in implementing the middle school program.
17. To provide systems of communications for parents and students which will result in a better understanding of the school goals and will enable students to achieve in a positive manner, both academically and in their personal development.

Rationale

A rationale is defined as an explanation or exposition of the principles of some opinion. In the case of middle schools, the rationale should give the reason for choosing the middle school plan and, more importantly, how this plan will be achieved.

A rationale should carefully reflect the total curriculum of a middle school and answer these key questions:

1. Why is the middle school organization desirable?
2. How is a program that meets the needs of the early adolescent learner best designed?

A rationale might include the following sample sub-headings with explanation:

1. *Interdisciplinary teams* - This approach is designed to break down the artificial curriculum barriers and create effective skill reinforcement for the student. This approach provides an effective bridge from the elementary school to senior high but also provides for some departmentalization of subject matter.
2. *Grouping* - Grouping patterns are flexible. These are determined by aptitudes, interests and capabilities of students, teacher recommendations, and parent concerns.
3. *Curriculum* - The school attempts to capitalize on the characteristics of the early adolescent learner by encouraging a wide variety of opportunities for learning. Instuction is planned to meet the needs of individual students and is related to immediate goals. The middle school curriculum considers the student's self-concept, self-responsibility, attitudes toward school and personal happiness.
4. *Flexible scheduling* - Flexible scheduling is an integral part of the middle school organization. Scheduling can be arranged to best suit the needs of students. Time allotments are left to the discretion of teachers.
5. *Independent study* - Independent study is a necessary tool to challenge those students who are ready to extend their intellectual growth in a curriculum area. Since every student may not be ready for this type of program, the final decision for approval should be left to the teacher after consultation with the guidance counselor, parents, and the students involved.
6. *Media services* - These services enable students to become acquainted with appropriate materials for class assignments, projects, or leisure reading. Librarians work closely with the teachers of the interdisciplinary teams, especially to promote literature appreciation and recreational reading.
7. *Home base advisory program* - The home base advisory program is utilized to provide a teacher-advisor for each homeroom group within an interdisciplinary team. The purposes are to provide guidance and assistance in decision making, fostering independence in decision making, helping students to evaluate their own progress, and fostering interpersonal skills. Middle school students benefit from close identification with an adult.
8. *Guidance services* - The personal development of the adoles-

cent is an extremely important responsibility of the school. The guidance department plays a major role in implementing the learning process, placing students in classes, and providing the necessary testing for the evaluation of the student. Every teacher should be a counselor.

9. *Special interest and club programs* - Middle school students must have the opportunity to develop hobbies and interests as part of the learning program. The club program is an extension of the special interest exploratory program to provide pupils with an opportunity for more depth and exposure in interest areas.

Summary

A definition of what a middle school is, a needs assessment, a statement of philosophy and goals, and a rationale are needed to serve as the foundation for an effective middle school program. In developing these documents, the following general steps are suggested:

1. Define the task.
2. Plan a tentative strategy to achieve the task.
3. Follow the strategy design.
4. Present the preliminary findings to the total group.
5. Make the necessary revisions and continue with strategy.
6. Present the preliminary report to the total group for feedback.
7. Finalize the report and orient the necessary constituency groups.

chapter 4:

Implementing Dr. Alexander's Curriculum Model

Dr. William Alexander suggests a model for curriculum at the middle school level that is responsive to and consistent with the unique learning needs of the early adolescent. The model includes three factors — organized knowledge, skills, and personal development.

Organized knowledge refers to the content or subject matter which is generally thought to be the heart of all of the subjects in the school's curriculum - English, science, art, physical education, or any other subject in the specific curriculum plan.

The skills program represents attention to specific competencies in reading, writing, computing, listening, or reference skills that are generally emphasized in the elementary school program but appear to be much less evident in secondary schools. The middle school needs an organized, systematic effort to teach skills.

Personal development refers to information or activities needed by the early adolescent to help him or her better understand growth and development as well as the developmental tasks that are about to occur. The more middle school students can understand the growth processes in which they are involved, the better they will be able to handle these processes successfully and emerge as well-adjusted students prepared for the high school experience. The personal development phase of middle school curriculum is generally divided into three major areas: home base, special interest exploratory, and extra curricular activities.

Application #1

Dr. Alexander's model has two applications. First, the curriculum for each content area should reflect organized knowledge, skills, and personal development. To assess the extent to which this is now happening, in each course offered at each grade level and/or to assess the extent to which additional emphasis is needed in each of the three areas, the faculty should work by departments of instruction to complete the chart below. Only major topics or skills need to be listed for each subject for each grade level.

Grade	Subject	Organized Knowledge	Skills	Personal Development
	English			
	Social Studies			
	Mathematics			
	Science			
	Foreign Language			
	Industrial Arts			
	Home Economics			
	Art			
	Music			
	Physical Education			

The following assignment should be completed.

1. How balanced is each subject in terms of organized knowledge, skills, and personal development?
2. What additions, if any, are needed to balance a particular subject in terms of organized knowledge, skills, or personal development?
3. How relevant are the organized knowledge, skills, and personal development topics to the maturity level of the students?
4. How can each subject area continue to maintain the proper balance of organized knowledge, skills, or personal development?

Application #2

The second application involves the functioning of an interdisciplinary team as it implements or executes curriculum. An interdisciplinary team of teachers should make every effort to integrate organized knowledge, skills, and personal development in the total program designed by members of their team to meet the learning needs of their pupils. This integration is achieved by the members of the teaching team in planning the daily, weekly, or monthly program of studies.

Organized Knowledge: The teachers on the teaching team should correlate the various content areas so pupils can see the unity or relationship among the topics, units, or subjects being studied. For example, the English teacher teaching a novel about the Civil War should work closely with the social studies teacher so that the necessary content in social studies and English can be taught concurrently.

Teachers should work together to identify the correlations that may be possible in the present curriculum. Charts should be developed such as the two below to facilitate a correlated curriculum.

ENGLISH - GRADE 7

English	Social Studies	Science	Mathematics	Music	Art
1. Stereotype in Fact and Fiction	Africa	Scientists Experimenting	Decimals Graphs	Certain Songs	
2. Designs in Art and Poetry	Africa		Geometry	Rhythm Tone Color	Lettering Line Paintings
3. Knights and Champions	Europe	Building Models	Gathering data Measurement	European minstrel Gregorian chants	Heraldry
4. Conflict: The Heart of the Matter	Africa Middle East	Analyzing data	Probability and Statistics	Dissonant Consonant	
5. Everybody Wants to Get Into the Act		Scientists		Show tunes Musicale	Crafts Drawing
6. Communication	Africa Middle East Russia	Experimenting	Word problems Math Symbols	Musical symbols	Lettering
7. Isolated stories	Russia Africa	Science fiction			

ART - GRADE 7

Art	Social Studies	Science	Mathematics	English
Drawing	Middle East-Islamic Design, Pattern, Geometrics	Line Drawing of Lab Set-ups: Cartooning	Straight Line Drawings, Geometry	"Everyone Wants to Get Into the Act"
Painting	Europe - Renaissance Art	Pigments: Observing: Analyzing Data		
Print Making				
Lettering	Middle East-Invention of Alphabet: Cuneiforms	Safety Posters	Symbols	Poetry; Haiku; Communication
Sculpture	Africa-Primitive Masks	Observing	Geometry Shapes & Forms	
Crafts	Europe-Heraldry-Shields & Banners		Measurement (In General)	"Knights and Champions" - Heraldry Theater Arts - "Everyone Wants to Get Into the Act."

Skills: Some interdisciplinary teams have a skill-of-the-month program in which all members of the team combine their efforts to introduce a skill such as reading for main ideas or the manuscript form to all students of the team. Then, each member of the teaching team utilizes opportunities during that week or month to teach or reinforce certain aspects of that skill. The student quickly realizes that the skill being taught is important in all subject areas and thus he/she has a reason for mastering the skill as well as adequate opportunity to reinforce it.

Teachers should begin by listing the specific skills, by categories, that could be taught by the interdisciplinary team. The categories are:

1. Reading skills
2. Writing skills
3. Listening skills
4. Library/reference skills
5. Independent study skills

Within each of these and other areas, behavioral objectives must be established to demonstrate the child's fulfillment of the skill or a particular level of progress within that skill. The format for designing a skills guide to be used by an interdisciplinary team should be to identify the major areas thought to be important, to design behavioral objectives to guide the acquisition of skills by the student, and to assess the success of the pupil.

A sample guide for reading-comprehension skills follows. The learning activities should be completed for English, social studies, mathematics, and/or science.

Correlating Skills

Major Reading Skills	Behavioral Objectives	Learning Objectives
Comprehension A. Relate ideas by identifying 1. Details	Given paragraphs at the learner's instructional level, the learner will be able to state the supporting details	Students list details from a selection which explain, support or refute.
2. Main idea	1) Given paragraphs at the learner's instructional level, the learner will be able to state the main idea. 2) Given a selection without chapter headings and subtitles, the learner will be able to compose proper headings.	1) Categorize facts as they relate to main ideas. 2) Summarize a selection in one sentence. 3) Make a graph to clarify main idea of data.
3. Sequence	Given a selection with a definite climax, the learner will be able to arrange the events that lead to the solution of the problem in sequential order.	1) Supply the missing items or events in a selection. 2) List steps or events in order.
4. Literary devices	Given a selection, the learner will be able to identify words used figuratively	Compare literal and figurative meanings in a selection by cartooning or illustrating.
B. Recall information 1. Immediate	After reading a selection, the learner will be able to identify important facts.	Read a selection from a content area textbook and answer questions without referring to the text.
2. Delayed	After having personal contact with primary and secondary sources of information, the learner will demonstrate the solution to a particular problem.	Listen to resource person or go on a field trip.
C. Interpret material by: 1. Drawing conclusions	1) Having read a selection, the learner will draw conclusions based on information given by the author. 2) Having read a selection, the learner will recognize new questions and problems raised. 3) Having been asked, "What was the author's purpose and attitude in writing this article?", the learner will be able to list reasons to support his or her opinion. 4) Given a problem situation to read, the learner will be able to explain the solution.	From a selection, classify information according to relationships.
2. Distinguishing between fact and opinion	Given an article or an editorial, the learner will be able to distinguish between the writer's opinion and the facts.	Listen to a tape to identify opinions given. Refer to the written selection to determine if the facts support the opinions.
3. Forecasting results	Given the first part of a selection, the learner will be able to predict events which could occur based on given information.	Read a plan or directions to tell what would probably happen if the plan or directions are followed.

Personal Development: With sufficient guidance and planning time, an interdisciplinary team of teachers can develop and implement a personal development program featuring home base activities, a special interest exploratory program and extra-curricular activities.

The home base program, a series of activities focusing on adolescent growth and development, generally is a function of the homeroom teacher who usually is a member of the interdisciplinary teaching team. Generally, home base activities or units help the student adjust to the middle school, understand developmental processes, or resolve certain problems that are typical of students of this age group. Therefore, teachers should follow these questions in developing a home base program:

1. What are the personal development needs of the students?
2. What activities can we plan or provide that will help pupils to satisfy these needs?
3. How will the program be organized?
4. When will the home base lessons be taught?
5. How will the home base program be evaluated and modified?

In many middle schools, two-five hours per week are devoted to special interest exploratory kinds of activities. The purpose of this program is to expose the student to a number of hobby areas because the acquisition of hobbies is a critical need of the early adolescent. Teachers, in developing the special interest exploratory program, should answer these questions:

1. What topics or hobbies are teachers willing to present?
2. How will the preferences of the pupils be surveyed?
3. How will pupils register for this program?
4. How long will a pupil spend in each exploratory hobby topic?
5. How will this program be evaluated and modified?

The extra-curricular program is a key part of the middle school program. Many junior high and middle schools already have extra-curricular programs. Thus, the approach should include the answers to these questions:

1. How extensive is the present extra-curricular program?
2. What additions or deletions are needed?
3. How can we encourage more pupils to participate?
4. How can the extra-curricular program be an extension of the curriculum as well as the special interest exploratory program?
5. How will this program be evaluated and modified?
6. Are all elements congruent with the maturity level of the students involved?

Summary

Dr. Alexander offers a model for curriculum that should enable educators to provide a balanced curriculum that responds to the needs of the pupils. It is important, however, that the curriculum be monitored to insure its continued responsiveness to the needs of early adolescents. Middle school educators must use both applications of Dr. Alexander's model to insure the most viable curriculum development and implementation processes. The faculty needs to be involved in utilizing this model.

chapter 5:

Organizing for Instruction

The organizational plan must be the vehicle to implement all of the factors involved in the definition, philosophy and goals, rationale, and curriculum of a middle school. Obviously, there are various ways to organize middle schools. Faculty participation is very important when considering organizational options. The faculty should have the opportunity to explore the various options and offer input into the decision making process.

Involving the faculty in exploring organizational options is mandatory if the best possible middle school is to be developed. Teachers must be able to find the best ways to organize, to present the curriculum and then feel comfortable with and supportive of the decisions made.

There should be options because of the various ways teachers can work best and the variety of successful approaches to organizing middle schools that have emerged across the country. Since there is little evidence as to which modality is best, teachers should participate in activities which will enable them to study the options available and participate in a decision making process to determine the organization of the school.

Preliminary Considerations

There are several preliminary considerations. First, each school is a unique situation consisting of students with their needs and teachers with their own particular strengths. Therefore, there must be flexibility from district to district, school to school, or within a school. There is no one model of team teaching that is the best organizational plan for every middle school.

Secondly, certain componenets should be present in any middle school team teaching program regardless of the organizational plan. These factors could well become part of the criteria by which a faculty or school system decides on a particular plan of organization. The components are: (1) the use of resource personnel in the instructional program - reading teacher, resource teacher, or guidance counselor; (2) the team concept - team planning or team planning and team teaching; (3) the correlation of curriculum -content and/or skills; (4) the adjustments in grouping and/or time allotments; (5) the special interest exploratory program; and (6) the homebase or teacher-advisor program. These are fundamental aspects of the middle school program. Decisions should be made in these six areas prior to deciding on interdisciplinary, disciplinary, or combination subject team teaching. The organizational plan chosen should be the best way to deliver the middle school program of instruction to the students of the school district.

Activity:

1. In a panel discussion, have the principal and a group of teachers discuss the amount of teacher input which will be received in the process.
2. Define the six preliminary considerations in great detail.

Types of Teaching Teams

Team teaching is a vital aspect of the middle school movement. Team teaching represents an opportunity for a group of teachers to plan and implement an instructional program for a group of students for a common block of time. This approach represents a move away from the teacher-per-classroom arrangement used in many schools across the country and an effort to meet the unique learning needs of the early adolescent.

There are three basic models of team teaching in middle school - interdisciplinary, disciplinary, and combination subject teams. Each of the models will be explained, and a procedure for exploration by a faculty group will be presented.

Interdisciplinary team teaching may be defined as a grouping of four or five teachers who usually present four or five subjects to four or five sections of students. The number of students involved usually ranges from 100

to 150. Generally, an interdisciplinary team consists of an English, social studies, mathematics, science, and reading or foreign language teacher and features cooperative planning and instruction for a common group of students.

Students, in an interdisciplinary group, have subject matter specialists for each subject area, but there is coordination of the total program. Special interdisciplinary units and activities can be provided by a team of teachers to meet the needs of pupils above and beyond the curriculum guides for the four or five subjects. Teachers can focus better on the needs of pupils through a team effort.

A disciplinary or single subject team consists of two to six teachers with special expertise in a particular area. Teams can exist for any subject in the curriculum; therefore, pupils can be re-grouped for various instructional purposes. Teachers can specialize within that subject area; experienced teachers can work closely with novices. Remedial programs can be offered in each subject area.

Combination subject teams are similar to interdisciplinary teams. A combination subject team involves two or more subjects taught together during a common block of time. Usually the combination subject team is less structured than the interdisciplinary team. Examples include English/social studies, English/social studies/foreign language, or art/music.

Some of the features of combination subject teams include: large and small group instruction, re-grouping of students for varying purposes, an opportunity for pupils to spend more time in one of the subjects for a limited period of time, and flexible scheduling.

Activity:

1. Develop a definition for each of the three models.
2. List the advantages of each option.
3. List the possible limitations of each option.

Creating Patterns

The three approaches to team teaching or organizing the middle school are not mutually exclusive. An overall plan for instruction could involve two or three of these models. Therefore, rather than ask a faculty to select the one best way to organize, it is possible to examine a number of ways of organizing to meet the needs of the students and consider the wishes of teachers. One pattern is:

Pattern #1

Grade 6	Grade 7	Grade 8
Interdisciplinary: English Social Studies Mathematics Science	*Interdisciplinary:* English Social Studies Science	*Interdisciplinary:* English Social Studies Foreign Language
Disciplinary: Reading Physical Education	*Disciplinary:* Mathematics Physical Education	*Disciplinary:* Mathematics Science Industrial Arts Home Economics Physical Education
Combination: Art/Music	*Combination:* Art/Music	*Combination:* Art/Music

Activity:

1. What is the reaction to pattern #1?
2. As a result of the analysis of the three models of organiztion, what are the faculty's preferences or major goals?
3. What are some possible patterns that would reflect the priorities developed by the faculty? Which of these patterns are preferred?
4. How can the appropriateness of the patterns be evaluated in terms of student needs and faculty preferences?

Choosing the Most Appropriate Patterns

Viable middle schools should emerge when educators make decisions about team teaching and patterns of teams using the following guidelines. First, all three models of team teaching are excellent and have a definite place in the middle school of the 80's.

Secondly, in many cases, the existing curriculum guides and curriculum development processes may dictate decisions. When curriculum is developed along interdisciplinary lines, it is easier to implement interdisciplinary or combination subject teams. Many school systems are using curriculum bulletins developed along strict disciplinary lines. In those cases, creative teachers plan and implement interdisciplinary types of programs.

Third, and perhaps of most significance, the needs of students should be the major determinant. As middle school educators examine the pupils' needs for content or subject matter, skills, and personal development, excellent decisions and excellent programs will emerge.

Finally, decisions about patterns can be made at either the local school or school district levels. The classroom teacher should be involved in making these decisions at either level. Superintendents and principals should heed the advice of teachers in making decisions about organizing teaching teams. The successful implementation of team teaching rests with the enthusiasm of the classroom teacher in making the effort a success.

Activity:

1. What will the organizational plan of the school be?
2. How will this plan be shared with the parents and students?
3. What are some of the immediate needs of teachers to implement this plan?
4. How will this decision be evaluated?

Summary

Three approaches to team teaching or school organization were suggested - interdisciplinary, disciplinary, or combination subject teams. Rather than try to decide which plan is best, middle school educators are encouraged to create patterns using one or more of the models at each grade level to provide an organizational plan that meets the needs of the students and considers the preferences of teachers who will implement the program.

CHAPTER 6:

Involving Faculty in Creating Master Schedule

The schedule is the vehicle by which the students of the school participate in the instructional program of the school as prepared by the faculty of the school. Typically, the schedule is prepared during the summer by several administrators. Also, the typical secondary school schedule is usually permanent or fixed.

A middle school schedule can be flexible. In fact, there can be fluidity or flexibility within some block-of-time programs. In many cases, teams of teachers frequently vary the schedules according to local option decisions made by the teachers of the team.

Further, middle school teachers can provide input in determining the schedule. Whether blocks of time are in the morning or afternoon or whether there should be two or three period blocks of time are examples of the kinds of input teachers can have in the schedule building process. These opportunities will be discussed in this chapter. The schedule, as produced before the opening of a school year, is just an outline or guide. Teams of teachers will alter the schedule during the course of the school year to meet the needs of the students. Teachers must receive training in utilizing block-of-time and other flexible scheduling techniques.

General Considerations

A model for creating a master schedule for a middle school is presented in this chapter. There must be a transitional period, however, between the junior high or former middle school schedule and the new scheduling procedure. Change can be difficult for some; therefore, the change should be programmed carefully. The pacing of the change should be the decision of those directly involved.

This model basically uses a seven period per day, five day per week grid. This in no way suggests a resistance to flexibility. Rather, this provides definite times in the day for art, music, physical education, industrial arts, and home economics. Lunch is a 30 minute module between periods 3 and 4, 4 and 5, or 5 and 6. Blocks of time will be developed in the process of building the schedule and used by the teaching teams as they choose while planning.

Steps in Building a Schedule

A check-list format is offered to guide a group of administrators and teachers in developing a master schedule. The team approach is suggested because of the nature of the decisions to be made in creating the schedule and the importance of teachers being able to utilize a block-of-time model. The "bottom line" is how the teachers will utilize a schedule to meet the learning needs of the pupils.

_____**1. Determine the program of studies for each grade level.**

The first step involves delineating the program of studies for each grade. In grade 6, for example, pupils will have this program:

Subject	*Periods per Week*
Language Arts	5
Reading	5
Social Studies	5
Mathematics	5
Science	5
Physical Education	5
Art	2.5
Music	2.5
	35

_____**2. Make the necessary decisions on team teaching arrangements.** The decisions on organization/team teaching are needed at this point. For example, in grade 7, English, social studies, mathematics, and science will be taught as an interdisciplinary team; physical education will be a single subject team and art/music will be a combination subject team in grade 7.

_____**3. Create a registration form.**

The registration form should reflect the decisions on team teaching. This will be an aid in the actual assignment of pupils to a daily or weekly program of studies.

_____**4. Conduct the registration of students.**

Pupils, under the direction of the faculty or staff, complete the registration process by completing a form similar to the sample on page 38. If the scheduling process is computerized, there may be an additional form.

_____**5. Determine the grouping procedures.**

It is important, perhaps vital, to involve the faculty in determining the grouping procedures. Sections can be organized on a homogeneous or heterogeneous arrangement. Such a decision reflects the philosophy of the faculty. It is possible that each interdisciplinary team could be heterogeneous overall with the option of organizing the four or five sections homogeneously.

_____**6. Write the organization report or table the teacher assignments.**

Most school systems require that the building principal submit a table of teacher assignments to the superintendent. This table will detail the specific assignment for each teacher. For example, Mr. Jones will teach social studies 7 to the 120 pupils on team 7A for 25 periods per week, have 2 planning periods per week, have 3 lunch duties per week, and have 3 duty-free periods per week as per the teaching contract.

_____**7. Study the conflict charts.**

Conflict charts need to be created manually or by the computer to determine any factors that need to be considered in building the schedule or assigning pupils to the teams. For example, can a pupil be assigned to an interdisciplinary team for the proper instructional level and be able to take the music course of his/her choosing. Each pupil must be able to be placed properly for each of the required as well as elective courses.

_____**8. Decide the composition of teams.**

Teachers need to be involved in determining the composition of the teams. Gifted and talented, as well as other ability level groups, should be properly distributed among the teams. All pupils, regardless of their ability level, should be able to be placed in their elective. The chart shows how the three teams in grade 7 would be balanced by ability levels and music courses.

PRELIMINARY REGISTRATION FOR GRADE 7

(Please print in pencil)

NAME _____ _____
(Last) (First) (Middle) Present Team

ADDRESS_____APT. NO._____ZIP CODE_____

TELEPHONE _____ BIRTHDATE _____
(Month) (Day) (Year)

_____ _____
Father or Guardian's Name Mother or Guardian's Name

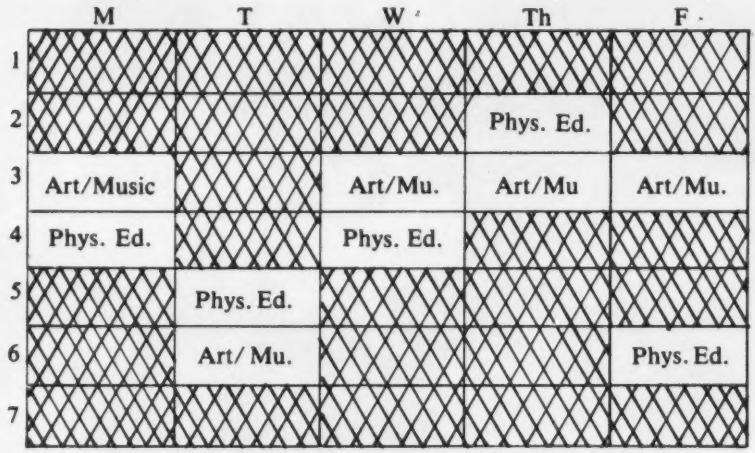
Offering	Comments	Course Registration
Language Arts, Social Studies, Mathematics and Science	All seventh grade students are assigned to these four subjects.	Language Arts 7 Social Studies 7 Mathematics 7 Science 7
Physical Education	This course is required for all seventh grade students.	Check appropriate program: ____Male P.E. 7 ____Female P.E. 7
Art and Music	Art is required for all seventh grade students. They also will participate in a music exploratory program. The options are: General Music Chorus Instrumental Music If Instrumental Music is selected, please name the instrument: _____	Choose **one** program: ____Art/ General Music ____Art/Chorus ____Art/Instrumental ____Brass ____Percussion ____Woodwind ____Strings

We approve of the total program selected in the Course Registration column.

_____ _____
Student's Signature Parent's Signature

Grade 7 (Each Team has 4 sections)			
	Team 7A	**Team 7B**	**Team 7c**
Ability Levels:	1) Above Average 2) Average 3) Average 4) Basic	1) Above Average 2) Average 3) Basic 4) Basic	1) Gifted 2) Average 3) Average 4) Basic
Music Courses:	Chorus Chorus General General	Chorus General Woodwind Brass/Percussion	Chorus General Woodwind Brass/Percussion

____ **9. Place courses on daily/weekly schedules for each team.** Team leaders and department heads should be involved in the actual construction of the schedule. The following sub-steps are suggested:



a. Place art/music combination subject team (4 teachers) and physical education team (4 teachers) on the grid. All pupils go to art/music at the same time as 2 art and 2 music teachers are paralleled. All pupils go to physical education at the same time as 4 physical education teachers are paralleled.

b. Remainder of time (shaded) is assigned to the interdisciplinary team consisting of 1 English, 1 social studies, 1 science, and 1 math teacher. These teachers develop a schedule so each pupil has each subject at least one period per day.

c. Special interest expoloratory, skill, interdisciplinary activities, or other programs are included within the 25 period block for each team. Two or three of the 25 periods are included in many cases.

Two examples of team schedules are included.

6A TEAM SCHEDULE

Homeroom _____
Instructional _____
NAME _____
Reading _____
Music _____

Period	Time	Subject	Mon.	Tues.	Wed.	Thurs.	Friday
1	8:42 9:30	Science Math Language Social Studies	Reading	6A4 6A1 6A2 6A3 SKILLS LAB	Phys. Ed.	Reading	Art/ Music
2	9:30 10:20	Science Math Language Social Studies	6A1 6A2 6A3 6A4	6A3 6A3 6A1 6A2	Reading	6A1/ 6A1 6A3 6A4	Reading
3	10:20 11:10	Science Math Language Social Studies	Phys. Ed.	Art/ Music	6A2 6A3 6A4 6A1	6A4 6A1 6A2 6A3	6A3 6A4 6A1 6A2
"A" Lunch	11:10 11:40		L	U	N	C	H
4	11:40 12:30	Science Math Language Social Studies	6A4 6A1 6A2 6A3	Reading	6A1 6A2 6A3 6A4	6A3 6A4 6A1 6A2	6A2 6A3 6A4 6A1
5	12:30 1:20	Science Math Language Social Studies	6A3 6A4 6A1 6A2	6A2 6A3 6A4 6A1	6A4 6A1 6A2 6A3	Phys. Ed.	6A1 6A2 6A3 6A4
6	1:20 2:10	Science Math Language Social Studies	Art/ Music	Phys. Ed.	Art/ Music	Art/ Music	6A4 6A1 6A2 6A3
7	2:10 3:00	Science Math Language Social Studies	6A2 6A3 6A4 6A1	6A1 6A2 6A3 6A4	6A3 6A4 6A1 6A2	6A2 6A3 6A4 6A1	Phys. Ed.

TEAM 7A SCHEDULE

Time	Pd.	Monday	Tuesday	Wednesday	Thursday	Friday
8:42- 9:30	1	7A	7A	7A	7A	7A
9:30-10:20	2	7A	7A	7A	Physical Education	7A
10:20-11:10	3	Art/Music	7A	Art/Music	Art/Music	Art/Music
11:10-12:00	4	Physical Education	7A	Physical Education	7A	7A
12:00-12:30		LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30- 1:20	5	7A	Physical Education	7A	7A	7A
1:20- 2:10	6	7A	Art/Music	7A	7A	Physical Education
2:10- 3:00	7	7A	7A	Special Interest Exploratory	Special Interest Exploratory	7A

____10. **Assign pupils to teams.**
Pupils can be assigned to teams by a faculty group. Teachers should be involved in determining the overall composition of each team as well as the assignment of specific pupils to specific teams.

____11. **Assign homeroom sections within the team or grade level.**
Pupils on a team should be assigned to homerooms on a heterogenous/alphabetical order basis. The teachers of the inter-disciplinary team could serve as homeroom or home-base teachers.

____12. **Publish the necessary lists.**
Teachers should have class lists for various re-groupings within the team.

____13. **Orient teachers to master schedule.**
If teachers are expected to make the maximum use of blocks-of-time and techniques of flexible or modular schedules, all teachers must understand how the schedule was constructed and the options that exist.

____14. **Orient students to master schedule.**
As part of the orientation of students at the beginning of the school year, pupils should understand the schedule for their team.

Summary

Teachers should be involved in designing the master schedule. Once the parameters of the schedule are agreed upon, teaching teams are then able to use the schedule to develop unique programs that respond to the needs of the students. The middle school schedule should be flexible.

CHAPTER 7:

Helping Teachers Work As Members of A Teaching Team

In many cases, the success of a middle school program is related to the success of the various teaching teams in the school. Many, if not most, middle school teachers have not received training at the undergraduate or graduate levels on the skills needed to function as a member of a teaching team. Yet, success or failure of a program is related to the ability of teachers to work harmoniously to deliver an instructional program to a group of students.

This chapter will address a number of skills, activities and techniques that will help teachers work as members of a teaching team. Topics will include:

1) forming teams
2) use of planning periods
3) team building
4) using the schedule effectively
5) re-grouping pupils for instruction
6) sharing the leadership responsibility
7) assessing team effectiveness

Each of these topics will be explained and suggestions offered for further consideration.

Forming Teaching Teams

Teams can be appointed by the principal, or teachers can have an active involvement in the formation of teams. Teacher input in the process frequently suggests a greater feeling of involvement or investment on the part of teachers and this implies more wilingness to work for the success of the team.

The first step in the process of forming teams is the appointment of team leaders. Frequently, this is done by the principal. It is also possible for all of the teachers involved to select their leaders. A third option is to decide not to have a permanent team leader but to rotate the position during the course of the school year.

Once the decision about team leaders is made, the teachers involved can be assembled and given a chance to form teams. For example, in selecting staff for three interdisciplinary teams in grade 7, three English, three social studies, three science and three mathematics teachers could be assembled. They could be informed that they were to organize themselves into three teams using three simple criteria - each team must have the best possible race, sex, and experience balance.

In all likelihood, these teachers could meet, formulate the three teams and submit the results to the principal. At the end of a school year, teachers could have the opportunity to go through this process again or start the next school year with the same structure.

1. How will teams be formed?
2. How will team leaders be selected?
3. What is the provision for a teacher to express the wish to serve on a different team?

Use of Planning Methods

A team teaching program will not be successful if the teachers do not have a reasonable number of planning periods. At least two or three periods per week should be set aside as planning periods. Teachers should not be asked to cover classes, complete written reports, or supervise the cafeteria during these periods. Teachers should have this time to talk, plan, decide and get things off their chests as part of the work day.

Planning periods enhance the instructional program. In these periods,

teachers correlate topics or units of the various subject areas; plan, implement and evaluate the skills program; plan, implement, and evaluate the personal development phase of curriculum; and, generally, focus as a team on the instructional needs of their pupils.

Teachers on interdisciplinary teams have found these planning periods an excellent opportunity to handle discipline problems. Teachers of a team for a common set of rules and pupils know that these rules will be uniformly applied. The team of teachers can bring in students to meet with the team during these planning periods. Parent conferences can be held during the planning periods. Also, the guidance counselor, principal, or assistant principal can attend planning periods to discuss various topics or problems.

The team leader is responsible for the effective use of the planning periods. The principal may request a weekly or bi-weekly summary of these team meetings.

Some suggestions for enhancing the effectiveness of team planning periods are:

(1) Develop an agenda for each meeting and adhere to this agenda.
(2) Arrange the seating so that everyone can be seen.
(3) Establish time limits for the discussion of agenda items.
(4) Use sub-groups to take are of certain items that do not require the initial involvement of all team members. Subgroups should report to the total group for the final decisions.
(5) Try to be aware of non-verbal messages of team members as well as the veral messages.
(6) Share resources of team members.
(7) Encourage every person to say what he or she feels about a topic being discussed.

Team Building Activities

A model of team building developed by Geyer and Schomer (1972) is an excellent resource for a team of teachers. Team building is defined as a process by which persons learn to work effectively to: (1) build and maintain a spirit of trust, (2) set and achieve a shared goal or goals, and (3) work simultaneously on tasks necessary to the accomplishment of the goal and maintenance of the team's trustful climate.

Openness and sharing within the team are important if trust is to be built. Hidden agendas, poor relationships, and unshared feelings about a task can block team building.

Geyer and Schomer suggest some ways to facilitate the team building process:

1. Help the members of the team to get acquainted so trust can emerge.
2. Establish what team members expect of each other as team members.
3. Clarify the role of the team leader.
4. Establish what team members expect of persons with special responsibilities outside of the teams - guidance counselor, assistant principal, librarian, resource teacher, and/or principal.
5. Clarify the relationship of the team to the larger systems - grade, school, school district.
6. Determine consensus needed for decision-making.
7. Set team goals to facilitate the team's ability to move together in the same direction.
8. Assess the progress of the team-building process.

Using the Schedule Effectively

Once the master schedule is constructed, the major parameters of the schedule are created. For the interdisciplinary team, for example, there are numerous local options within the five periods assigned to the team each day. The teams are scheduled on a block-of-time basis. All sections of the team are, in fact, scheduled at the same time.

Block-of-time scheduling facilitates large group and small group instruction as well as the constant re-grouping of pupils within the sections on a team. Teams may decide to rotate the sections so that no section has the advantage or disadvantage of having a certain subject first or last period each day. Teams could create four or five different variations of the schedule to provide for the parameters of the block-of-time assigned to the team.

Teams will typically use a modular base to divide the total block-of-time into more workable spans of time. A team of teachers may use a 15, 30, or 40 minute module to break up the 250 minutes a student is assigned to the team for four or five different subjects.

This modular approach is beneficial for the attention span limitations of the early adolescent as well as the desire of the team members to provide a total comprehension program for the pupils of the team. That total program frequently includes reading instruction, special interest exploratory programs, home base activities and other special types of programs to complement the English, social studies, mathematics, and science curriculum guides.

Flexible is a key word in scheduling a middle school. The scheduling mechanism must be flexible to accommodate the pupil and facilitate the total program. The team of teachers must be provided the flexibility to plan, implement and evaluate how a schedule can best meet the needs of the students. In the final analysis, the team of teachers is responsible for creating the daily or weekly schedule for the pupils, within the broad parameters of the block-of-time allocations provided by the schedule maker(s) before the opening of school. The greater the flexibility used by the teachers, the more likely the program will be responsive to the varied, ever-changing needs of the pupils on a team.

1. What blocks-of-time are provided in the master schedule?
2. What kinds of programs can we provide if a modular approach is used?
3. What ways can teachers work together to find other ways to use the schedule effectively?

Re-grouping Pupils for Instruction

Another way to help teachers to work as members of a teaching team is to identify the various ways of re-grouping pupils for instruction. Pupils should and can be in various types of grouping arrangements during the course of the school day.

For example, homeroom groupings could be on an alphabetical or heterogeneous basis while classes in English, social studies, mathematics, and science could be homogeneous or heterogeneous. Reading classes could be according to specific levels of instruction; art and music could be based on interests and skills in those areas, and physical education could vary according to needs and interests. Grouping in special interest exploratory courses could be on an elective basis while the skills program taught by the English/social studies/mathematics/science team could depend on levels of skill development within the offering.

There are two important points to be made. First, a student is in various types of grouping arrangements during the school day. Secondly, these groups may be changed. These changes may be in a limited area and not affect all or even many of the other areas. Obviously, this is dependent on the decisions made on the various patterns of organization for the entire school.

Of greatest importance is the fact that the team or teams of teachers working with the child make these decisions. Pupils may be grouped and re-grouped according to decisions of teachers. This need not be an administrative decision. As the early adolescent grows and changes or progresses and achieves, the student can be grouped accordingly. This concept is in keeping with the data about the nature of the early adolescent.

1. What are the bases of the original grouping guidelines?
2. What guidelines can be developed to re-group pupils during the course of the year?
3. How can we encourage teachers to re-group pupils to enhance the instructional program and meet the varying needs of the students?

Sharing the Leadership Responsibility

Although many middle schools use team leaders, there are many benefits of rotating the overall leadership responsibility among the various members of a team. It is possibile to sub-divide the various tasks of the team in nearly equal fashion among all team members.

On an interdisciplinary team, one teacher could coordinate the skills development program while another could be responsible for the home base program. A third teacher could handle all requests for parent conferences, while a fourth teacher could identify and/or record opportunities for correlating content and planning interdisciplinary activities.

Teams function best when all teachers accept the responsibility for the successful operation of the team. Although it may be more administratively feasible to name one teacher as the team leader, middle school educators need to explore models that show a greater participation by all team members in the leadership function.

1. Will our school have team leaders? Why?
2. What are the various functions that need to be accomplished by team members?
3. How will these tasks be shared?

Assessing Team Effectiveness

In order for teaching teams to function effectively, the personnel must blend so as to accomplish team goals. Therefore, there is a need for an instrument to help measure the effectiveness of the group process.

The sample survey which follows is designed to assess the facets of team effectiveness. The tool gauges the organizational, technical, and interpersonal skills necessary for the team to operate successfully. This questionnaire should be used frequently by each team member, preferably at the end of meetings.

All team members should share orally their answers and the reasons for their answers. It is possible that the discussion process is more important than the specific results recorded. The form would then be a means to an evaluative discussion. The end result should be communication. Completing the form should facilitate open and honest discussion among the team members so that the best possible instructional program is being made available to students.

Summary

Working on teams may be a new experience for many middle school teachers. Rather than assume that teachers have received training in these skills or that teams will be cohesive automatically, the staff development program should provide teachers with specific assistance. On one hand, teachers need direction and support; on the other hand, there should be ample opportunities for input by teachers and other staff members involved in team teaching programs. The seven components described in this chapter may just be a beginning in addressing this most important aspect of the middle school concept.

THE EFFICIENCY OF TEAM MEETINGS RATING FORM

	Consistently	Frequently	Occasionally	Seldom
1. Are the goals of the agenda stated realistically?				
2. Have the goals of the agenda been clearly defined?				
3. Have the goals of the agenda been achieved?				
4. Is the team planning time kept strictly for team business?				
5. Does everyone participate equally in team decisions?				
6. Have team decisions been carried out?				
7. Are leadership responsibilities shared?				
8. Do all team members follow the consensus model of decision making?				
9. Do students benefit from the team's efforts?				

10. What areas need more attention:

CHAPTER 8:

EVALUATING THE PROGRAM

Evaluation is an essential aspect of developing a new middle school program or expanding an already existing middle school program. Evaluation involves gathering data, placing a value to determine the success of a middle school program and then identifying ways to adjust or improve the program.

Thoughts about evaluating the program should begin at the time the program is designed. Also, evaluation can be and should be conducted by teachers and other staff members who work with the program on a daily basis. Thoughts about evaluation should not be delayed until the end of a one, two, or three year period after a new program is implemented. Obviously, evaluation should be more than a process conducted by a group of outsiders who visit the middle school campus for two or three days. The work of regional accreditation should complement the self-study conducted at the local school level.

Faculty participation is as vital in evaluating the program as it is in developing the various aspects of the program. In fact, with proper preparation and involvement, the entire evaluative process can be even more successful with full faculty involvement. This chapter will answer these key questions and stimulate further thought:

1) Why do we need to evaluate?
2) Who should participate in the evaluative process?
3) What are the two forms of evaulation suggested by Dr. Alexander?
4) How can a structured questioning technique be utilized in assessment?
5) What should be done with the results?

Why Do We Need to Evaluate?

Middle schools are new in many parts of the country. In many schools, new programs are being developed at the middle grades level at a rather rapid rate. It is important, therefore, that educators who design these new programs also begin to think about assessing the effectiveness of these programs.

Evaluation can be the basis to test the many concepts or hypotheses underlying the middle school concept. A purpose of evaluation is to determine how well the school is implementing the middle school concept. Terms such as interdisciplinary teams, home base activities, skills programs, and healthy self-concepts should be investigated in greater detail at the local as well as the state and national levels. In many cases, reassurance can be pro-

vided to those participating in the design or support of middle schools by examining results of a survey or other data that have been collected.

1. Why do we want to evaluate our program?
2. What aspects of our program can be evaluated?
3. What areas of the program would warrant our immediate attention in terms of evaluation?

Who Should Evaluate?

Evaluation should not be seen as the domain of outsiders but rather a function of local school staff, Central Office leaders, and perhaps representatives of the community who have special interest or expertise in the middle school program. Fullan, Miles, and Taylor (1980) suggest that teachers can and should play a critical role in evaluation. Teachers are most knowledgeable about the many factors affecting student behavior.

Teachers are interested in gaining further insight by participating in the design of the evaluation instruments. Fullan, Miles, and Taylor state that a key to developing support for an evaluation program is to give staff members active involvement in developing the plan for assessment, developing instruments for the evaluation, analyzing results, and implementing results in the curriculum.

Principals should also have considerable input into the evaluation process. In many cases, it was the principal who best understood the purposes for developing a particular program as well as what were the key factors responsible for the success of a particular program. Principals are generally familiar with techniques of offering constructive suggestions once the data are received and the information identified that will be shared with the staff members involved.

There are other persons in the Central Office who could play a key role in the evaluation process. Many school systems have a director of educational research, a research committee, a director of middle grades education, a director of curriculum and instruction, and/or a curriculum advisory council. These groups should be involved in designing, conducting, and analyzing the research along with representatives of the local school.

1. Who will be on the evaluation committee?
2. Who will chair the committee?
3. To whom will the committee answer in the local school and/or Central Office levels?
4. What checks and balances exist to insure the involvement of teachers and other local school personnel in assessing the effectiveness of the middle school program?
5. What is the role of the regional accreditation agency?

What Are Types of Evaluation?

Contrary to the beliefs of many, plans for evaluation can begin early in development of a middle school process. Dr. Alexander (1969) describes two types of middle school evaluation - formative and summative.

Formative evaluation takes place during the initial stages of developing a middle school program. The feedback or data are used to make modifications or to gain support for the efforts of teachers and staff in behalf of the students.

For example, specific goals of the school should be assessed. The evaluation should determine whether the goals are reached. An instrument could be developed to find out if the school is, in fact, providing opportunities for students to learn and to utilize independent study skills or providing students with remedial help as needed.

From the rationale developed by a particular faculty, teachers could examine the extent of skills development by the interdisciplinary teams, use of flexible scheduling, or time allotted for the home base advisory program. Formative evaluation should be used to identify whether or not the school has been successful in developing the type of middle school program they intended to offer to the students in the school. Actually formative evaluation can take place anywhere from start to finish, not just during the initial stages.

Summative evaluation takes place after the middle school program has been developed and is fully operational. Summative evaluation should help in finding out what happens to pupils after they attend a middle school. Topics that could be included in summative evaluation are:

1. How do pupils who complete a middle school experience in grades 6, 7, and 8 perform in grades 9 and 10?
2. How do reading scores of former middle school students compare to those of former junior high students?
3. Does attendance in a middle school lower the risk of students becoming a drop-out in grades 9 and 10?
4. How do the attendance rates of former middle school students compare with former junior high students?
5. Do middle school teachers use a greater variety of teaching strategies than other secondary school teachers?
6. How is personal adjustment of pupils enhanced by the home base program?

1. List three formative evaluation projects for the current school year.
2. List three possible summative evaluation projects to be considered by the faculty.

How Can a Structured Questioning Technique Be Utilized

Johnston and Markle (1979) question the applicability of conventional measurement techniques in evaluating middle school programs. Paper and pencil tests do not lend themselves to assessing self-concept, self-evaluation skills, curiosity, or interpersonal skills. Therefore, they point out, it is necessary to create less traditional techniques that can be applied to middle school situations.

Data for the unconventional approach may result from a process of structured questioning or interviewing so that the evaluator can reach valid and reliable conclusions about the effectiveness of a program. The following list is suggested by Johnston and Markle as a general scope and sequence for a question-directed program evaluation:

1. **What are we trying to evaluate?** Precisely, what portion or component of the total education "package" are we most interested in assessing? Program evaluation will be more effective if specific components of the program can be identified. To illustrate, it is more desirable to define the object of evaluation as the "intramural athletic program" than as "extra-curricular activities."
2. **What do we expect this program component to accomplish?** What are the specific objectives of the program and what do we expect students to do as a result of their participation in the program? For example, the intramural program might be expected to encourage students to develop an affinity toward participation in athletics as a recreational pursuit.
3. **What will we accept as indicators that the program is achieving its objectives?** Can we list the student behaviors that will allow us to conclude that the program element has had a desirable impact? Is our intramural program, for example, attracting a large number of students? Do they participate in intramural-related activities outside of school? Do they attempt to improve their performance through self-directed practice?
4. **What sources of data are available which will indicate the presence or absence of the indicators?** What kind of data on student performance do we have already, and what kind must be collected? Do we have access to student records? Can we conduct structured observations? Can we utilize student self-report data? In general, what kind of data can be assessed in a reasonable period of time with manageable effort?
5. **What specific information from each source will be most valuable** to *our program evaluation?* Within each data source what information is most clearly related to the objectives of the program? How can we gather, assemble and organize this information?

6. **What do the data that we have collected tell us about our indicators?** Do our data lead us to believe that the indicators are present or absent? What indicators are present?
7. **Based on the presence or absence of our indicators, what can be concluded about the effectiveness of the program?** Are the indicators of a program's effectiveness present in sufficient numbers and strength for us to conclude that our program is working? Can we justify our conclusions on the basis of data rather than personal opinion or the strength of our desire for the program's success?

What Should Be Done With the Results?

Middle school educators should receive the data in an open, constructive atmosphere. If the evaluation instruments are developed with input from school personnel as well as General Office personnel, these people should be interested in seeing the data and identifying opportunities to improve the program.

Evaluation should not be seen as an opportunity to blame or place responsibility for a weakness in a program. Rather, educators should work together as a team for improvement. When the results are positive, recognition should be given to those responsible for the success and the local media should publicize these successes.

There seems to be a relationship between the involvement of staff in the design of the instrumentation and the way in which the staff will respond to the data and implement changes. Local schools should realize this cycle and work to encourage a healthy approach to evaluation.

Summary

Evaluation is a very major aspect of developing effective middle schools. Faculty participation in this aspect of program development is at least as vital as the other phases. The direct questioning technique suggested by Johnston and Markle is a model that warrants further study by faculty groups. Local school assessment or the self-study process is in addition to the evaluative work of the regional accreditation groups.

1. As we design the middle school program, what areas shall we evaluate in the first year?
2. What aspects of the program do we want to evaluate during subsequent years?
3. What are our initial thoughts about summative evaluation?

Epilogue

The major purpose of middle school education is to find the best ways to meet the learning needs of early adolescent learners. Middle schools are finding new and exciting methods and activities for teaching early adolescents; these ideas need to be shared. The literature for this phase of education needs to serve as a guide for the leaders in middle schools in each state of our nation to develop effective middle schools.

Ultimately, individual faculty groups need the opportunity to learn the potential of the middle school concept and then to have the opportunity to work together in program development. This pamphlet was prepared as a guide for educators to learn about middle grades education and then to learn how to work together to develop a meaningful middle school program; the overall structure and composition of this pamphlet should serve as a comprehensive guide.

A number of components must be included or examined carefully in the process of developing a viable middle school program. The areas to be included are: studying the physical, intellectual, and social-emotional needs of the early adolescent to find implications for curriculum and school organization; drafting documents such as definition, philosophy and goals, and rationale for an individual school or school system; compiling a comprehensive curriculum that responds to the needs of students; organizing teaching teams; involving the faculty in the creation of a master schedule; helping teachers work as members of teaching teams; and evaluating the program.

The sequence of the topics in this pamphlet may vary according to the needs of a specific situation. Those responsible for organizing staff development programs should choose from the activities included in the various chapters to plan appropriate activities for a given situation. Further, those who plan staff development are encouraged to design other activities similar to those described in this pamphlet.

Teachers must be included in the development of middle school programs. Given proper leadership, teachers should be given opportunities for decision-making; as a result, they will assume more ownership for the outcome.

Successful middle school programs will emerge using the model suggested in this pamphlet. Teachers should be involved in a staff development program that helps them translate theory into practice. The ultimate beneficiaries will be those early adolescents enrolled in these middle schools.

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